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ABSTRACT

This paper utilizes knowledge gained from work on future issues related to families, the work of futurists on social trends and technological development, and recent studies in home economics to draw conclusions regarding what people will need to know in the 1980s and beyond to be intelligent consumers and effective homemakers. The first of six major sections included in the paper examines trends, research, and projections for the future in the various aspects of family life. Section 2 focuses on major concerns in the area of child care and development, including alternative child care arrangements, the effectiveness of various types of early childhood development programs, the effects of narcissism on families, and the role of parents vis-a-vis the experts in matters of child care. Other sections included in the paper focus on consumer education, home management, housing and home furnishings, and nutrition and food/textiles and clothing. In the concluding section, the social context of consumer and homemaking education is considered. (CT)

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Information Series No. 228

EDUCATING FOR THE FUTURE IN FAMILY LIFE

written by

Elizabeth J. Simpson
University of Wisconsin—Madison

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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ERIC Clearinghouse on Adult, Career, and Vocational Education
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1981

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FOREWORD

The Educational Resources Information Center Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) is one of sixteen clearinghouses in a nationwide information system that is funded by the National Institute of Education. One of the functions of the Clearinghouse is to interpret the literature that is entered into the ERIC data base. This paper should be of interest to vocational and adult education administrators, program developers, and teachers.

The profession is indebted to Elizabeth J. Simpson for her scholarship in the preparation of this paper. Cheryl Peters and Shelley Grieve of the National Center for Research in Vocational Education contributed to the development of this summary paper. Recognition also is due to Rebecca P. Lovingood, Virginia Polytechnic Institute and State University; Michael N. Sugarman, University of Akron; and Patricia Baca, the National Center for Research in Vocational Education, for their critical review of the manuscript prior to its final revision and publication. Susan Imel, Assistant Director at the ERIC Clearinghouse on Adult, Career, and Vocational Education, coordinated the publication's development.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

PREFACE

"Educating for the Future in Family Life" is essentially a summary of a longer work entitled, "What People Will Need to Know in the 80s and Beyond to be Intelligent Consumers and Effective Homemakers," developed by Elizabeth J. Simpson pursuant to Contract No. NIE-P-80-044 of the National Institute of Education. Cheryl Peters and Shelley Grieve of the National Center for Research in Vocational Education contributed to the development of this summary paper. In that longer effort, Dr. James Blackburn of the University of Wisconsin–Madison contributed the section entitled "Child Care," from which content in this paper dealing with the effects of day care and early childhood education is taken. Readers interested in more detailed information are referred to "What People Will Need to Know..." and its sources, many of which are cited as references or included in the "Suggested Bibliography" of further reading at the end of this paper.

EXECUTIVE SUMMARY

This paper utilizes knowledge gained from work on future issues related to families, the work of futurists on social trends and technological development, and recent studies in home economics to draw conclusions regarding what people will need to know in the 1980s and beyond to be intelligent consumers and effective homemakers. The first of six major sections included in the paper examines trends, research, and projections for the future in the various aspects of family life. Section 2 focuses on major concerns in the area of child care and development including alternative child care arrangements, the effectiveness of various types of early childhood development programs, the effects of narcissism on families, and the role of parents vis-à-vis the experts in matters of child care. Other sections included in the paper focus on consumer education, home management, housing and home furnishings, and nutrition and food/textiles and clothing. In the concluding section, the social context of consumer and homemaking education is considered.

INTRODUCTION

Home economics education focuses on total family well-being. Through synthesizing concepts from a variety of areas of family concern and study such as human development, family relationships, child care and guidance, home management, consumer decisions, housing and home furnishings, foods and nutrition, and textiles and clothing, home economists address family and related problems and concerns in a more effective manner than would be possible through a fragmented approach. The ultimate goal of the consumer and homemaking education program is to improve the quality of life for families and their individual members—to strengthen the family as one of our basic social institutions.

The family system must be supported in its role for sustaining our society. But problems such as family violence, consumer fraud, energy waste, and environmental pollution, which are among our nation's most intense social concerns, all bear on the family. Economic, technological, political, and social forces have resulted in rapid changes that have increased the complexity of choice and the burden upon families to make informed choices. The increasing complexity and changing character of homemaker roles and tasks seem to require that organized opportunities for learning these be enhanced and expanded. In this paper, knowledge gained from work on future issues related to families, the work of futurists on social trends and technological development, and recent studies in home economics have led to conclusions regarding what people will need to know in the eighties and beyond to be intelligent consumers and effective homemakers—conclusions that also serve to define consumer and homemaking education content. To determine this content, the following criteria are suggested. Content should—

- contribute to solution of the perennial problems of families; for example, providing for the optimum development of children;
- be based on awareness of current conditions in family life and in society, as well as what is projected for the future;
- meet needs of students at the level where program is offered;
- be based on reliable and current information in the content areas; and
- be applicable in many situations.

It is the social responsibility of home economics education to lead a continuous reexamination of these social ideals and beliefs that relate to the family and the changes in all facets of society that affect the family. It is imperative that teachers in consumer and homemaking education programs be informed about these changes and their larger social contexts, and continuously analyze the implications for their teaching.

FAMILY LIFE

Of particular interest in considering what should be taught in consumer and homemaking education in the eighties and beyond are trends, research, and projections for the future in the various aspects of family life.

The American family is a continuing, but changing, social unit. There has been some tendency in recent years to underestimate the significance of the family as a basic social unit. According to a recent national poll, nearly half of the respondents felt that family life has deteriorated and expressed worry about the future ("Most Americans" 1980). However, most respondents considered family life the most important part of their lives. Skolnick (1973, preface) states that: "What we are witnessing may not be so much the breakdown of the family as an institution, as the destruction of myths and assumptions about family living that were never true in the first place."

Family Structure

Characteristic of family life today is diversity of form and more varied individual roles of family members. The diversity brings with it many options and increased need for education in decision making and the responsibilities of family life.

According to one report, "The traditional American family ... is now in the minority. Only 13 percent of the nation's families presently include a working father, stay-at-home mother, and one or more children" ("The American Family" 1980, p. 48). Continuing high rates of divorce and remarriage mean that family structures are frequently complicated. There also has been an increase in the proportion of households headed by females. In 1975, 13 percent of all U.S. families were headed by women (U.S. Bureau of the Census 1975). By 1990, it is projected that 11 percent of children under eighteen will be living with a divorced parent, as against 6 percent in 1978 (Glick 1979a). Between 1970 and 1980, the number of children under eighteen living with divorced fathers jumped by 136 percent ("Custody" 1980).

The structure of families without children is also varied. A living arrangement that has gained in popularity is the "single person family"—meaning the household consisting of one person living alone. Glick (1979b) reports that today many young people live alone since young adults in the United States have increasingly postponed marriage.

Since 1970, the number of young adults living informally as unmarried couples has more than doubled. The future trend in the proportion of unmarried couples who live together seems unlikely to slow down. Such an arrangement, however, seems in most cases to be transient—not a substitute for marriage.

Another significant factor in the change in family structure is the low birth rate, which is not expected, according to Glick, to rise significantly in the next decade or two. Some couples choose a childfree alternative, and current research suggests that childfree couples are similar to couples who

do have children in terms of satisfaction, maturity, and self-esteem (Silka and Kiesler 1977). Hawke and Knox (1977) point out that the one-child family is also likely to become more acceptable.

Recent research on "family boundaries" in family studies has focused attention on the question of what persons constitute a family. Factors such as physical presence or absence may be less important than psychological presence or absence.

So-called "alternative family forms," including homosexual and communal family arrangements, appear to function in meeting the felt needs of their members. The area of alternative family form has significant implications for those concerned with education for family life.

The Changing Role of Women

Working Women

In 1979, the fourth American Women's Opinion Poll concluded that "six years ago, a majority of women saw homemaking and raising children as their primary function. Today, a majority seem to be more interested in combining careers and family" ("Working Woman" 1980, p. 28). According to a May, 1980 report in *Newsweek*, 51 percent of adult women are working at remunerative jobs. For the first time, working wives outnumber housewives. And U.S. Bureau of Labor Statistics reports that in 1979 62 percent of women with school age children also had jobs (Stencel 1980).

A 1980 publication of the Future Homemakers of America presents facts about the paid work force:

- In half of all U.S. marriages, both husband and wife work for pay outside the home.
- Four out of ten young women now in high school will become heads of families and will be the sole support of themselves and their children. ("Men and Women in the Paid Work Force" 1980, p. 5)

Although women have increased their labor force participation, sought more responsible positions, and demonstrated commitment to their jobs, their average earnings have remained far below those of men, with the average woman worker earning only 59 percent of what a man earns. Women, as a group, also tend to have lower-paying jobs:

- Fourteen percent of all employed women work in clerical jobs, compared to only 7 percent of all employed men.
- Twenty percent of all men in the paid work force are skilled crafts workers (machinists, bricklayers, etc.), compared to less than one percent of all employed women.
- Eighteen percent of employed women work as service workers (nurses aides, maids, etc.), compared to only 9 percent of employed men. ("Men and Women in the Paid Work Force" 1980, p. 5)

Changing Sex Roles

The phenomenon of changing sex roles is among the consequences of women's outside employment that are of particular interest to the home economist. As large numbers of women have moved into the world of work outside the home, and as men have begun to express more interest in the fathering role and in their rights and responsibilities as parents, notions of male and female roles have changed (Parsons and Boles 1955).

The American Women's Opinion Poll of 1979, conducted by Roper, found a decrease in the sex stereotyping of household chores. Two out of five women and men, for example, reported that they would not lose respect for a stay-at-home husband ("Working Woman" 1980). Several interesting differences also have appeared when children of working women have been compared with those of nonworking women:

- Daughters of working women tend to have less traditional views of marriage and sex roles than do daughters of full-time homemakers.
- Daughters of working women view women as more competent than do daughters of nonworking women. (Smith 1979)

The Economic Value of Homemaking

Thirty-eight million women in the United States today are fulltime homemakers. One of the more significant problems in the field of family law today is the matter of evaluating their services, and those of employed homemakers, in their homemaking role. Attorney Michael Minton has consulted with economists, job counselors, and employment agencies in arriving at a detailed chart listing ways in which an average homemaker with two young children spends her time, and its monetary worth. Minton's breakdown includes such functions as nurse (1 hour a week, at $45.14 per hour), family counselor (2 hours a week, at $45 per hour), and public relations woman/hostess (1 hour a week, at $20 per hour). The total of all functions adds up to $785.07 per week—an annual salary of $40,823.64 (Greene 1980). Fethke and Hauserman (1979, p. 23) state that:

> Homemakers need to be incorporated into the labor force so that society will perceive their services as work performed. Moreover, the GNP, which is the basis of much legislation, must be reconsidered to include the contribution of homemakers outside of the marketplace. . . . The invisible occupation has been invisible long enough.

The Displaced Homemaker

The displaced homemaker is a person who has worked in the home for a substantial number of years providing unpaid household services for family members, and was dependent upon the income of another family member but is no longer supported by such income, or was dependent on federal assistance but is no longer eligible. When these persons find themselves displaced because of dissolution of marriage, death of spouse, or other loss of family income, they have difficulty in obtaining employment due to age and lack of paid work experience ("Displaced Homemaker" 1977). Some would broaden the definition of the displaced homemaker to include those women whose children have been launched and find that their chief occupational role, that of mother actively caring for the needs of children, no longer exists. Bell (1979–80) sees reentry into the labor force and continuing education as being among the viable alternatives for women whose family responsibilities have diminished.

The Aging Member of the Family

The elderly population (sixty-five years and older) is projected to grow to 34 million by 2010 and to 52 million by 2030. In 1976, the proportion of elderly in the total population was 10.7 percent; by 2030, it is projected to reach 14–22 percent (Extension Committee 1980).

In 1974, results of a nationwide Harris Poll showed the average citizen thought of senior citizens as "old people rotting away in poor health" (Lynch 1980, p. 6). That view is changing. The Gray

Panther movement, for example, is a national political and social force composed of thousands of active and enthusiastic older Americans.

Yet overall, the positive aspects of aging have received meager attention. Butler (1979) states that:

> In spite of common stereotypes . . . the last stage of life offers its own unique rewards. Old age can be a time of harvest, a chance to reap the dividends of a lifetime of work and family responsibility. (p. 33)

He suggests that, "Adding the study of normal aging into the home economics curriculum seems both natural and appropriate" (p. 34). He urges home economists to study positive aging by observing old people in health-promoting and satisfying settings, and adds:

> Home economics offers another approach crucial for successful work with older people: the tenet that maintaining independence preserves dignity, self-esteem, and health . . . it is this ability to remain independent that seems to me the most crucial element in quality of life for the elderly. Our challenge is to respond to older persons' needs without increasing their dependency. (p. 34)

Family Problems

Divorce: Facts and Effects

Presently, one out of two marriages ends in divorce. In one study on the effects of divorce on the children of seventy-two middle-class families, psychologist Mavis Heatherington found that sons were harder hit by the divorce than were daughters ("The Children of Divorce" 1980). More is expected of the sons, she explains, and they receive far less support from their mothers, teachers, and peers. An article discussing her study concludes:

> The number of children involved in divorce has tripled in the last twenty years. And though parents, children, and professionals are struggling to deal with such new domestic realities as single-parent families, there are no longstanding precedents, no established role models to draw from. (p. 63)

Adolescent Sexuality and Teenage Pregnancy

The following data offer additional support for family life and sex education, as well as for education for teenage parenting. According to Califano (1978):

> Of the approximately 21 million adolescents age 15–19, more than 11 million have had sexual intercourse at least once. This represents a considerable increase in adolescent sexual activity. Over the past two decades, the incidence of sexually transmitted diseases has increased dramatically. (p. 2)

The United States also has the highest teenage birthrate among industrialized nations ("Young Single Mothers" 1980). Judith O. Hooper (1980), professor of family life education, reports that teenagers bear nearly one in five babies born in the U.S. There are health risks, however. The death rate from complications of pregnancy and childbirth is considerably higher for teenagers, and babies born to teenagers are two to three times more likely to die in their first year than babies born to women in their early twenties. The Child Welfare League has found that:

- Teenage mothers are more likely to abuse their children than more mature mothers.
- Children of teenage mothers are more likely to be mentally retarded than are children of more mature mothers. ("Young Single Mothers" 1980)

Although one in six teenage women who have premarital sex becomes pregnant, only 7 percent of the estimated 420,000 to 630,000 teenage women under fifteen who are sexually active are receiving contraceptive services (Hooper 1980).

While research studies generally concur that teenage pregnancies are unintentional, Roberts (1980) calls attention to a report by school counselors in one Wisconsin school system which indicated that, for a variety of reasons, 70 percent of the pregnant unmarried senior girls in 1974–75 had become so intentionally. Boss and Hooper (1980) have prepared a cost-benefit model for teaching responsible decision making that can be applied in a variety of situations, including the question of engaging in premarital intercourse. The authors state that "teaching a process for making decisions based on the cost and benefits of a particular decision may provide a more effective, less prescriptive way to help teenagers understand the emotional, social, and economic costs of early pregnancy" (p. 40).

Teenage Fathers

Although much attention has been focused on the teenage girl in pregnancy and motherhood, relatively little attention has been given the teenage father. Some social workers have encouraged unmarried fathers to become involved in the casework regarding their children in order to help them behave responsibly toward mother and baby and in order to reduce the chances of the situation being repeated. A landmark case decided by the U.S. Supreme Court in 1972 established that a concerned and interested unwed father has constitutionally protected parental rights (Governor's Commission 1977).

Violence and Neglect in Families

Gelles and Straus (1979), reporting on the 1979 National Survey of Family Violence, state that with the exception of police and the military, the family is perhaps the most violent social group and the home the most violent social setting.

Over the past several years, studies have shown a substantial increase in the number of official reports of child abuse and neglect reported—from slightly over 400,000 in 1976 to slightly over 600,000 in 1978 (Sears 1980). And there is general agreement that the number of official reports is significantly less than the number of actual incidents. The National Center for Child Abuse and Neglect has concluded that an estimate of one million cases a year is a "best guess" of the actual incidence—roughly 200,000 cases of abuse and 800,000 cases of neglect (Sears 1980). Whereas abuse and neglect are heavily concentrated on young children, abuse and neglect of teenagers is also significant.

Yet children are not the only abused or neglected family members. In a survey of over 2,000 families, 18 percent of children had engaged in violence toward a parent (Steinmetz 1980). In 1975, there were 2,359 spouse murders, and one-fourth of all American couples had had a violent episode sometime during their marriage (Miller and Miller 1980).

Also gaining increased visibility is abuse of the elderly. Some experts estimate that between 500,000 and 2.5 million aged parents are abused each year in the United States (Bram 1980). The average victim is a woman over seventy-five, often seriously ill and dependent on her children; the

average abuser is a middle-class, middle-aged female. Types of physical abuse range from malnutrition and broken bones to being tied to a bed or chair. Other types of abuse include psychological abuse, such as verbal threats and isolation; theft or misuse of money and property; or poor living conditions. Because of the dependence of many elderly, most instances of abuse are not reported. When they are reported, social agencies may be reluctant to act, partly because laws are not sufficiently supportive.

A recent study showed that parent care can become a major source of stress in family life (Hall 1980). A growing number of self-help and support groups are forming to help these adults face the problems of aging parents (Harris and Harris 1980).

People learn to be violent by observing and experiencing violence while growing up. There is conclusive evidence that the abused child grows up to become the abusing parent unless the institutions of society intervene through education and programs of prevention and treatment. Identified causes of family violence include: lack of skill in dealing with conflicts and problems of daily living, lack of knowledge of child development and guidance, social isolation, alcohol and drug abuse, and a violent family history.

Narcissism

Recently, various authors have referred to a growing trend toward narcissism in American life. This term, in essence, refers to a preoccupation with self. The new emphasis on personhood has gained a great deal of ground, along with the concept that happiness lies not in the family but in opposition to it. This trend also has been referred to as "the deification of the isolated self" (Marin 1975). Evidence of this "me first" attitude abounds in family life and in some research as an underlying assumption of the rightness of primary concern for personal and immediate gratification. One of the real challenges of family life education is to support a more responsible ethos involving concepts of cooperation, concern for others, and discipline. The fact that our system's apparent rewards are not in this direction makes the task difficult.

Implications for Consumer and Homemaking Education

The foregoing information on families points incontrovertibly to a need for emphasis in consumer and homemaking education programs on the meaning of family and diverse modes of family life; family relationships; realistic sex education and the responsibilities of parenthood; the effects of divorce on family members; the effects of family violence and crisis; the contributions and needs of all family members, including the elderly; changing sex roles; and the family in relation to the world of work.

These are value-loaded areas. Great sensitivity is required in helping students understand the values involved and learn how to take these into account in the decision-making process. Sharon and Samuel Nickols (1980) state that two aspects of home economics as a discipline make it uniquely suited to the challenge of exploring the ethical dimensions of changing lifestyles:

> First, home economics is a holistic discipline. Second, home economics is interdisciplinary. These characteristics allow the consideration of ethical dimensions to be an integral part of the concern for changes in lifestyle as reflected in programs, publications, and the other activities. (p. 27)

CHILD CARE AND DEVELOPMENT

Today's major concerns in the area of child care and development center around alternative child care arrangements, the need for which has been sparked by increasing rates of single parenthood and maternal employment; the effectiveness of various types of early childhood development programs; the effects of the narcissism of the current American social scene on families; and the role of parents vis-à-vis the experts in matters of child care.

Little research data are available on the effects of home versus day care of children. Only a few studies deal with family day care, for example, and virtually no data are available about the effects of leaving children with a babysitter for extended periods of time.

Traditionally, the mother-child bond has been a prime focus of concern to those interested in the influence of early experience upon emotional development. Since day care, by its nature, entails the daily separation of mother from child, a good deal of attention has been devoted to discovering whether child care outside the home does disrupt this emotional tie. However, the research purporting to show home care/day care differences in children's attachments to their mothers is at best contradictory. Blehar's (1974), Ricciuti's (1974), and Cochran's (1977) data provide evidence in favor of home-reared children. The data of Moskowitz, Schwartz, and Carsini (1977), and Doyle and Somers (1975), in contrast, show differences in favor of day-care-reared children.

In general, effects of model day care in America on the mother-child bond remain unknown. Nevertheless, one can conclude from the research that, given high-quality day care, significant disruption of the mother-child bond does not appear likely. There is also no reason to conclude that enrollment of children in high-quality day care leads to the replacement of the mother by the care giver as the child's primary object of attachment.

Interestingly, the findings indicate that day care predisposes children toward greater aggressiveness, impressiveness, and egocentrism. However, some specialists in early childhood development suggest that this phenomenon may be specific to American society.

The effect of day care upon the intellectual development of the child has been extensively researched, but almost exclusively with children enrolled in high-quality university-based programs. Data from these programs suggest that the day care experience has neither salutary nor adverse effects on the intellectual development of most children as measured by standardized tests. For economically disadvantaged children, day care may have an enduring positive effect (Golden and Birns 1976). Findings on intellectual abilities other than those measured by standard intelligence tests are equivocal at best. There is a need to assess the impact of day care on functional intelligence in real-life settings.

Studies at the University of Wisconsin—Madison (Lawton 1978) have led investigators to the conclusion that a formal, structured early childhood educational program enhances intellectual development to a greater extent than a less structured, open-framework program. More research is required, however, before firm conclusions can be drawn regarding what kinds of programs are effective, when, and for whom.

One critical issue in child care and development is the pervasive self-centeredness, discussed previously, that characterizes the American social scene today. According to child psychiatrist Robert Coles, "Very little is asked of a lot of American children with regard to compassion and thinking of others" ("Our Self-Centered Children" 1980, p. 80). This is perhaps related to suspicion and doubt about the American economy and the political system and a felt need to look to one's own resources in getting the best personal "deal" possible. How to move from narcissism to a broadened concern for others is an American problem. It should be of special concern in the rearing and guiding of children.

Additionally, there is considerable discussion today about who is responsible for child care; in particular, the role of parents vis-à-vis the experts. Coles states, "Many parents are afraid to bring up their children on their own—with their own convictions and their own moral faith. They're intimidated by all these experts who write books about child rearing and tell them what to do ("Our Self-Centered Children" 1980, p. 80). Goldstone (1980) defines the task of parent and family education to be "to provide people not with pseudo-recipes but with the best available reflection which they can play into their own autonomous decisions" (p. 3).

Implications for Consumer and Homemaking Education

Coward and Kerckhoff (1978) recommended that courses in the public schools that prepare individuals for parenting include, in addition to a study of normal child growth and development, the following:

- Discussions of the available alternatives for guiding children's behavior
- Development of the skills necessary to communicate with children
- Identification of personal value systems and recognition of their impact on the parent/child relationship
- Appreciation of the commitment necessary to be a parent

They suggest that adolescence is a particularly appropriate time for education for parenthood:

> Frequently teenagers themselves become parents before they are emotionally, physically, and financially prepared to handle the job . . . for those adolescents who are not parents themselves, the study of parent/child relationships does not have the same sense or urgency that often faces parents or expectant parents. Most adolescent students, therefore, can consider alternative methods and procedures without the pressing need to "have an answer" now. (p. 26)

For students at both the secondary and postsecondary levels, child care and development is a major area of study in consumer and homemaking education. Emphasis should be placed on understanding human development, the responsibilities and skills of parenting, and the social responsibility of concern for all children. It should include experiences in observing and working with children. Such objectives are not achieved in a unit of study covering two or three weeks. A major time commitment in the total program must be given this critical area of study.

CONSUMER EDUCATION

The very name consumer and homemaking education emphasizes the importance of this aspect of the total program. Perhaps in no other area, save that concerned with family form, function, and relationships, has there been so much change or development, with such far-reaching implications for families and for education.

The Field of Consumer Education

The Michigan Consumer Education Center gives the following definition of consumer education, adapted in part from Willet (1978):

> An area of study which equips individuals and groups with the knowledge and skills to make effective choices and take action regarding the use and conservation of available resources in the public and private sectors, consistent with individual values and societal needs. (p. 10)

Monsma and Bannister (1979) stress that "consumer educators should train consumers who are able to influence the marketplace rather than passive consumers who can only react to it" (p. 17). They indicate the progression of skills which consumer education should address:

- Coping
- Questioning
- Applying existing laws
- Participating in the political and economic systems
- Making changes in current systems and structures

As an aid to understanding the relationship of economic change to consumer education in American experience, Ronald Stampfl (n.d.) presents a typology of consumers that conceptually spans the twentieth century. Today's "transitional" consumer is making early adulthood consumption decisions in an era characterized by inflation, materials shortages, pollution problems, energy crises, unprecedented government regulation, and a developing ethic of resource conservation and environmental protection. The "post-industrial age consumer," who will reach adulthood sometime after the year 1990, will be concerned primarily with efficient and responsible consumption. This consumer "will insist upon buying only those products supportive of the ecosystem in which she or he lives" (p. 6).

Stampfl (1979a) has also developed a "consumer life cycle approach" which "expands the traditional family life cycle to include additional stages for analyzing individual and family economic behavior" (p. 22). His expansion considers numerous life cycle stages (i.e., "mature singlehood, in labor force," "older married with dependent children") and a variety of potential pathways between these stages.

A matrix of these life cycle stages and six variable "consumer elements" for each stage (consumer characteristics, typical products and services, marketplace concepts and knowledge, marketplace

skills, typical marketplace problems, level of resources) yields information that will be helpful in determining what people will need to know at each stage in the life cycle in order to be intelligent consumers (Stampfl 1978).

Stampfl seeks to provide "an analytical framework which may be useful for consumer educators, researchers, and policy makers in trying to organize and comprehend the complexity of economic consumption and its implications for individuals, families, and public policy" (p. 217).

The "Prosumer" Concept

Toffler, in *The Third Wave* (1980), devotes an entire chapter to "The Rise of the Prosumer." He writes:

> During the agricultural phase of civilization, most people consumed what they themselves produced. They were neither producers nor consumers in the usual sense. (p. 283)

He sees the rise of a new prosumer in such phenomena as do-it-yourself physical examination and medical treatments, self-help groups, self-service in such areas as electronic banking and retail stores and increased home repairs and construction by nonprofessionals.

Robert H. Anderson, an expert on computerized manufacturing, explains that "the most creative thing a person will do 20 years from now is to be a very creative consumer . . . designing a suit of clothes or making modifications to a standard design, so the computers can cut one . . . by laser and sew it together . . . by numerically controlled machine" (Toffler 1980).

A movement toward a much closer relationship between the consumer and production is a definite trend with far-reaching implications. At this point, one can only speculate about the eventual results of the changing relationship between market and consumer. Certainly, prosuming involves "the 'de-marketization' of at least certain activities and therefore a sharply altered role for the market in society" (Toffler 1980, p. 293). New workstyles and life arrangements may be outcomes; new lifestyles based on production for exchange and production for use, to an equal extent, will become practical. Toffler points out that a new, more holistic conception of our economy will need to be developed—a conception that includes both the sector which comprises the work people do for themselves and the market or exchange network sector.

In light of Toffler's analyses and predictions regarding the rise of the prosumer, certain consumer trends of today are of interest. These include the growing popularity of "barebones" or warehouse grocery stores, in which customers select products from packing cartons and bag their own groceries; increases in the use of generic food and drug products; and today's extensive use of coupons and refunds—not only in food stores, but increasingly in other business establishments, including restaurants. An expansion of electronic funds transfer (EFT) services may also be anticipated. Currently, in many locations:

- Shoppers may pay for goods at retail stores by using a card inserted in an electronic terminal. Their accounts are charged electronically . . .
- Bank customers may deposit or withdraw cash at any time of the day or night by using their cards in an electronic machine. (*EFT and the Public Interest* 1977, p. 1-2)

The Consumer and Energy Shortages

In a study of consumer adaptation to energy shortages, Curtin (1976) reports that, "Until more is known about how consumers adapt to changing price and supply conditions for such a basic commodity as energy, little guidance can be given for devising public policy so as to best achieve ... consumer conservation" (p. 1).

While a majority of consumers in one survey replied that it would be difficult for them to conserve energy further than they had in response to the energy crisis of 1973–74, Hogan (1980) says, "in reality, energy conservation has hardly begun. Home economists are in a unique position to help families reassess their energy-related behavior" (p. 18–21).

Consumer Rights and Responsibilities

In addition to their responsibilities to self and family, individual consumers and families have responsibilities to society with respect to the social consequences of their consumer decisions. Based upon his analyses of consumer rights and responsibilities, Stampfl (1979b) has arrived at a proposed code of ethics for consumers which emphasizes informed consumer choice based upon needs analysis and environmental impact, the responsible use of products by consumers, and communication to business people and government regulators by consumers of their needs, satisfactions, and dissatisfactions.

Implications for Consumer and Homemaking Education

Home economics teachers should help students understand the role of values in decision making, the sources of values, how the values held by individuals and families (and a society) affect oneself and others, and how changing values trigger other changes.

Stampfl (1979b, p. 10) offers some "appropriate perspectives for the consumer educator in the years ahead as the discipline moves toward maturity."

- *A holistic and interdisciplinary perspective* that will cause post-industrial consumers to see their role as consumer as fully integrated with their role as producer and citizen.
- *A life-spanning perspective* in educating consumers.
- *A value clarification* perspective that "will prepare consumers for the prioritizing required in a post-industrial condition."
- *A collectivist perspective* "based upon the collective good and a realization that collective behavior, which may limit individual behavior, is at times necessary."
- *A rights and responsibilities perspective* for consumers in the marketplace.
- *A new marketplace interaction modes perspective* in which consumers have become 'active learners' in marketplace transaction, using information which they [have] demanded.
- *Time as a resource perspective*, recognizing time "as the most limited of all resources" and utilizing consumer education approaches which emphasize skill development, as opposed to fact accumulation.

He also stresses the need for consumers of the future to become proficient in the purchase of services such as education, government, communication, recreation, health, and utilities.

Stampfl concludes that "consumer educators must assume the role of change agents and facilitate the development of a post-industrial mentality among consumers today which is consistent with the social, economic, and political imperatives of tomorrow" (p. 219). Monsma and Bannister (1979)

emphasize that, "The context of analysis for these problems must be global, recognizing the increasing interdependence of all nations and their peoples" (p. 24).

The Ethics of Consumption

Stampfl (1979b) discusses multi-disciplinary foundations for a consumer code of ethics in the *Proceedings of the American Council on Consumer Interests 25th Annual Conference.* Each of eight disciplines basic to the study of consumer affairs was analyzed according to (1) its basic perspectives, (2) its central concepts, and (3) its disciplinary application. The disciplines included economics, marketing, home economics, sociology, law, humanistic psychology, environmentalists/futurists literature, and political science. Plausible disciplinary positions on consumer rights and responsibilities were then inferred. The analysis for home economics follows in Table 1.

The Implications of Energy

Problems of energy shortages and energy conservation should be given emphasis in consumer education. Not only are methods of saving energy in the home appropriate content for consumer and homemaking education programs, but also the reason for conservation and the moral and ethical use of our energy resources.

Suggestions for Program Activities

All of these perspectives and priorities for consumer education suggest specific content for the consumer and homemaking education program.

- With an increase in Toffler's "prosumerism," many new areas for choice become apparent and suggest problems for learning experiences and program content.
- Current marketplace phenomena such as "warehouse" stores, generic products, cash-off coupons and refunds, gift offers, and discount offers should be analyzed for their advantages and disadvantages. Although often decried, as long as coupons and refunds are realities, it seems students should be taught about their uses by the producers and distributors as advertising methods, and by consumers as one means to cut the costs of food and other household products.
- Stampfl's (1979a) chart showing consumer elements by consumer life cycle stages, especially the section on "marketplace concepts and knowledge," suggests content for consumer and homemaking education. Problems for classroom consideration and learning experiences are suggested by the "typical marketplace problems" and "marketplace skills" section, and development of a "code of ethics for consumers" might serve as a culminating activity for a senior high school unit of study. New electronic tools to aid the consumer, such as the home computer and electronic funds transfer (EFTs) as payments system for economic exchange, should be explored.
- Such topics as public goods and services, governmental regulation, human capital and action for improving consumer protection are given meager treatment in instructional materials. Although such materials will undoubtedly be developed, at the present time the teacher must do a great deal of personal study in order to keep abreast of and include such critical content in the curriculum.

TABLE 1

Position on Consumer Rights and Responsibilities Derived for Home Economics as a Discipline

Basic Perspectives	Some Central Concepts	Application Outcome
Assumes the desirability of applying scientific principles to various aspects of family living such as child development, family management and economics, decisions, foods, clothing, and housing Assumes desirability of educating individuals, families, and organizations in making intelligent personal and policy decisions concerning family living.	• Consumer and family policy • Consumer economics • Consumer education • Family decision making • Family economics • Family resources • Family service objective • Home management • Specific product orientation	knowledge of family processes and technology and an aid to individuals, families, and organizations in decision making concerning family living increase level of living

Derived Positions on Consumer Rights and Responsibilities

to choice	to information	to safety	to be heard
right: consumer has right to choose any product which helps maximize household efficiency *responsibility:* consumer has responsibility to evaluate alternatives in terms of family objectives, functional attributes, and personal values	*right:* consumer has right to an adequate amount of objective information and education in order to rationally evaluate alternatives in terms of the household and/or family. *responsibility:* to seek out adequate information and education in order to achieve household and/or family objectives	*right:* consumer has right to minimum safety standards and right to information about any potential hazards *responsibility:* to learn proper use and potential misuse of products purchased and to exercise reasonable caution	*right:* consumer should be allowed convenient recourse in the case of purchases of defective products *responsibility:* to consider purchase decisions thoroughly enough to prevent return except in the case of defective merchandise; to communicate market dissatisfaction to appropriate individuals

SOURCE: Stampfl, Ronald. "Multi-Disciplinary Foundations for a Consumer Code of Ethics." In *American Council on Consumer Interests 25th Conference Proceedings,* 1979. Reprinted by permission of the author.

HOME MANAGEMENT

Management has a fundamental role in helping families fulfill their purpose, defined by management specialists Deacon and Firebaugh (1981) as "the maintenance of members and . . . providing a setting for personal and interpersonal growth and development" (p. 18).

Time Use in Families

A number of home management studies have focused on the use of the resource of time. A doctoral study by Sanik (Walker 1979) compared time use of homemakers and spouses in 1967 and 1977. Sanik found a slight increase in the household work time of family members, and a slight decrease (from 7.8 to 7.5 hours per day) for homemakers. As in the 1967 study, little significant relationship was found between the hours of homemakers' paid employment and the total family time contribution of husbands in 1977. Data collected led to the conclusion that the total work day of homemakers and spouses, regardless of wives' employment, has not changed very much in the last ten years. In both 1967 and 1977, homemakers not in the labor force spent about fifty-eight hours per week on household work, a little over eight hours a day. Employed homemakers spent about forty-two hours per week, or slightly more than five hours a day.

A study by O'Neill shows how time use of school children compared in 1967 and 1977 (Walker 1979). An interesting difference was found with respect to comparisons between boys' and girls' time spent on household work. In 1967–68 girls contributed about twice as much time as boys; in 1977, girls contributed only a little more than boys at ages six to eleven years, one-half hour more in the twelve- to fourteen-year group, and a little less than boys at fifteen to seventeen. Both boys and girls contributed more time in 1977 than earlier.

Goebel, Hennon, and Ackerman (1980) have attempted to answer the question "Does household division of labor make a difference in perceived quality of family life?" through their study of time use. They concluded that one was not a simple function of the other, and suggest that other factors may be responsible.

> Perhaps the satisfaction with family life is determined by other objective factors such as age, level of income or education, or such subjective factors as subcultural values about the way household work should be shared, the extent of affection between the spouses, or the stage of the family life cycle. These factors should be considered in future studies. (p. 3)

Managing the Resource of Money

Fowler (1980) states that lifestyles vary so widely these days that many of the old-fashioned budgeting rules no longer apply. He believes that, with today's fast pace of inflation, "Never in history has budgeting, along with record-keeping for tax purposes, been so important and difficult"

(p. 106). Winter (1980) suggests three broad alternatives for families in considering desired goals, many of which call upon money resources:

- Attempt to increase the amount of resources devoted to attaining the goal.
- Establish standards that adequately reconcile the goal to the level of resources available.
- Abandon the goal (possibly in favor of another alternative). (p. 84)

The next major home appliance for use in year-round record maintenance, keeping track of checkbook balances, budgeting, and investment information may be the home computer. Microcomputers are now comparable in price to a high quality TV or videotape system. Most owner's manuals now are written for the first-time user, thus helping to make the whole idea more practical than in the past. The computer as an aid in the management of the home merits further study by home economists.

Managing in the Eighties and Beyond

A number of specialists in home management have suggested a need for greater simplicity in lifestyle in the decade ahead. This need arises because of resource scarcity and fluctuation, resource distribution, inflation, demographic changes, and changing family goals, such as an apparent new valuing of family and interest in time spent within the home. Elgin and Mitchell (1977), writing in *The Futurist*, refer to an emerging lifestyle of "voluntary simplicity." Not to be confused with a "back to nature" movement, this lifestyle consists of self determination, ecological awareness, material simplicity, and practical living and working environments. Hogan (1978) agrees that with today's increasingly complex management patterns,

> Families will be challenged to examine the values that underlie their consumption patterns and to develop new solutions for improving their quality of family life. Adjustments in financial management based on sharing and cooperation, a renewed commitment to conservation, and simplicity of lifestyle are recommended. (p. 6)

Implications for Consumer and Homemaking Education

The principles of home management are basic content in consumer and homemaking education. Understanding the processes of planning and decision making provides a foundation for more advanced learning. Chances that the basics of management will be learned to a level of mastery apart from direct instruction are not likely. Hence, this area of consumer and homemaking education is essential as a part of the program—both as a separate area of study and integrated in all other areas. Writing in the *Journal of Home Economics*, Baker (1979) states:

> Managerial concepts useful to families confronting the coming decades are the same ones that students have always learned. These primarily include planning and organizing for optimal resource allocation based on family goals, values, and standards of attainment. (p. 29)

In addition to money management, allocation of the resource of time should also be taught. Recent time use studies suggest that fathers may be playing a somewhat more active role in the family, especially with regard to nonphysical care of children. Women, employed or not, still spend a great deal of time on household work. Children are also involved to a somewhat greater extent in household work than they have been in the past.

The critical social need for a lifestyle of greater simplicity is a challenge. Teachers of home management need to be particularly aware of social and ecological factors and their implications for home management content. According to Paolucci (1978), "Home economists must understand the relationship between fast-growing populations and fast-shrinking resources as well as most families' ignorance about how this relationship affects their lifestyle" (p. 22).

She sees the "transformation from abundance to frugality" as having the potential to be the most liberalizing event of the century. She says that home economists have a significant part to play in that transformation, supporting families in critical examination of their management decisions. Most of all, Paolucci adds, they "must convince families that their decisions about values and resource use do make a difference" (p. 22).

HOUSING AND HOME FURNISHINGS

"The term 'house' refers only to a physical structure, but 'home' refers to a place that provides for the growth and maintenance of a social structure—the family" (Graff 1977, p. 11). The home and its furnishings provide the environment for family living.

Housing and Family Mental Health

While it is recognized that all families are not equally influenced by their environments (Lemkau 1979), many factors are, or have been assumed to be, related to the mental healthfulness of housing. These include structural factors, such as proportion and size of the dwelling; its external setting; the arrangement and location of communities; and internal features of the dwelling such as room arrangement, characteristics, and contents. Barkley (1973), based on his observations as a relocations officer for the Pittsburgh Housing Authority, has written on room space and its relationship to mental health:

> For a house to provide a healthy environment to become a home, it should be designed to allow both contact and separation. . . . A home that includes the possibilities for varying textures, for privacy and concourse with family members, secures the family's identity while easing the transition to public relationships and responsibility. (pp. 132-133)

Housing and Human Relationships

In discussing the relationship between architecture and human behavior, Lang (1971) states that

> There is overwhelming evidence that the layout and symbolic content of the manmade environment can encourage or inhibit certain social activities. The reason is simply that structuring the environment in turn structures the communication processes that form the basis of social interaction. . . . (pp. 5-6)

At the 1976 annual meeting of the National Council on Family Relations, Melson (1976) agreed that "the ecology of the household has important social and psychological effects upon family members both because of their symbolic interpretation of spatial arrangements and because such arrangements structure their social encounters" (p. 1). She reported on several studies concerning the role of private space in structuring family interactions, particularly family conflict:

> The positive relation between identification with spatial areas within the home and positive adjustments to perceived environmental stressors suggests that Virginia Woolf's 'room of one's own' (or favorite chair) may function to defuse family conflict. (p. 12)

Montgomery (1970), in an article in *The Family Coordinator*, developed the thesis that marriage and family life specialists have a responsibility to include housing in their work with individuals under stress. Dolores Hayden, assistant professor of architecture and history at the Massachusetts Institute

of Technology, feels that architecture is impeding women's efforts to escape stereotyped domestic roles (Dreyfuss 1977). Although it is not possible for working women to make the most efficient use of the home as it is presently designed, she indicates that the next twenty years will see single family residences reflecting the changing roles of women. Hayden also suggests that parts of some historical design elements and lifestyles, such as community kitchens, could be adapted for today's residences.

Housing in Relation to Children and the Elderly

Several researchers have looked at the home environment in relation to its support of the developmental needs of children. Anita Olds (1979), a specialist on developmentally optimal classrooms for children with special needs, has made recommendations that are applicable to the home environment in meeting the needs of all children: to move, to feel comfortable, and to feel competent.

Housing needs for elderly members of the family are also of particular interest. These needs center around safety, convenience, stimulation of interest in and zest for life, and provision for independence (Salmon and Salmon 1978). Huttman (1977), reporting on a study of Canadian elderly who had moved to a housing development, stated that their major needs were for easy maintenance; a comfortable, modern unit; and affordable rent. Huttman also reports that "a 1974 estimate was that there were only 400 congregate living complexes in all of the United States. This is in contrast to the 120,000 units of new elderly housing a year recommended by the White House Conference on Aging in 1971" (p. 49).

Housing deprivation is a problem suffered by many inner-city elderly. Proportionately, more elderly live in housing without plumbing than the general public. Over half, 58 percent, of elderly-owned houses were built before 1939, even though only 36 percent of all owned houses are that old. Many of the older houses have deteriorated badly (Huttman 1977). Housing is a major problem for the elderly in our society, and therefore should be of concern to anyone involved in educating for home and family living.

The Home as a Learning Center

As a result of the increasing sophistication of our communication technology, a new role for the home as a learning center is developing. At its most basic, the home learning center may consist of a table and chair. It may also include a tape or cassette recorder, television set with videodiscs, or a home computer terminal. This author has developed a list of basic concepts with regard to the home as a learning center and its potential, including:

- Home-based educational programs could be designed to reach young children who are developing concepts of work, leisure, occupational possibilities; to provide for training and retraining for occupational competency on the part of students, employed persons, homemakers, and others; to help the older worker find new career directions; to develop competencies needed by both men and women for their roles as homemakers and family members; and to promote the personal development and sense of worth of persons of all ages.
- The concept of the "home as a learning center" has implications for the quality of family life through family communication regarding learning opportunities and experiences.
- Home study on the part of the parent makes possible the role model of the parent as a "learning person."
- Family and societal values may be affected in terms of greater emphasis on education if the "home as a major center for lifelong learning" is truly realized.

Environment for Family Living: The Next Twenty Years

What is ahead in housing and home furnishing in the next twenty years? One preview ("Next Twenty Years" 1980) follows:

- Eighty percent of dwellings will have home computers by 1990—for doing such things as office and school assignments and the family budget.
- Smaller, but attractive residential units are predicted.
- More houses will be factory-built and engineered to save energy. Extra insulation, solar panels, and computers to monitor heating and cooling will be featured.
- Apartments afloat or underground—with "TV windows" to the world above—are anticipated.
- More and more people will work at home—away from downtown offices.

The same technology that makes possible the home as a learning center also makes possible the home as work station. In *The Third Wave,* Toffler (1980) describes what he calls "the electronic cottage"—a return of much work to the home "on a new, higher, electronic basis, and with it a new emphasis on the home as the center of society" (p. 210). Toffler sees the following as moving us toward the electronic cottage:

- the fact that a large amount of work that is being done could be done anywhere—given the right configuration of telecommunications and other equipment;
- the possible savings in travel time, costs, and fuel use;
- the need of businesses to reduce real estate and overhead costs;
- the "swelling demand for action to glue the family unit together again."

Implications for Consumer and Homemaking Education

In recognition of the significance of housing and home furnishings to the well-being of the family unit, increased attention should be given this area of study in consumer and homemaking education. This aspect, in fact, might better be titled "Environment for Family Living," which would place the emphasis where it belongs: on the home as a setting for family interaction and the development of its members. In particular, emphasis should be given at postsecondary and adult levels and in the senior year in high school.

NUTRITION AND FOOD / TEXTILES AND CLOTHING

While the two remaining content areas, nutrition and food and textiles and clothing, will not be considered here in detail, some aspects should be examined for their significance within the context of the family.

Food and the Family

A recent study found that, despite an increase in away-from-home food consumption, it still remains that more than 80 percent of all food tonnage goes through the home (Stowell 1979). This finding underlines the value of nutrition and foods as an area of study in any educational program focused on the family.

The field of nutrition and food is one in which research continuously yields new information, such as the relationship between diet and degenerative disease, or the interactions between nutrients and other aspects of our environment. As new information regarding dietary needs accrues, that knowledge should become content in consumer and homemaking education programs. The development of new or improved food sources, such as fish farming, the use of krill and other protein alternatives, and preservation by irradiation should also receive attention in the program.

Consumer buying of food in a nutritionally competent manner should continue to be stressed: for example, applying information from nutritional labeling to the total nutritional content of a meal; realizing the "hidden content" of prepared items such as meat dishes and packaged entrees; and becoming aware of the psychological effect of food advertising. Shifts in food consumption patterns have implications for teaching about nutrition and for meal planning. For example, increased emphasis may appropriately be given the problems of obtaining nutritionally adequate meals when one "eats out."

Families are also recognized as playing a major role in the treatment of eating disorders such as anorexia nervosa. Caution should be exercised, however, in teaching–learning situations where eating disorders, such as anorexia nervosa or obesity, are discussed. The teacher will wish to be certain that the sources of information consulted are reliable ones. According to need and interest, it may be advisable to use as resource persons medical or nutrition specialists.

Food and nutrition also have moral, ethical, political, ethnic, and religious dimensions which, for the most part, have been given limited attention. However, as we give increasing attention to value bases in decision making in consumer and homemaking education and as we increasingly recognize the interrelationships between the home and other social institutions, these dimensions will receive increased attention.

Textiles and Clothing

Attention in consumer and homemaking education should be given the problems of clothing and textiles selection for individuals and families, much of which is subsumed under the heading of consumer education. Attention should be given not only to economic factors related to clothing, but also to the social and psychological aspects of dress. In teaching for selection, comfort properties of textiles and clothing, fabric flammability, and properties of various fibers are appropriate areas of content.

Students should be made aware of energy considerations involved in home care of clothing—the relative energy demands, for example, in the care of polyester and cotton fabrics. Means of conserving energy in clothing maintenance may be taught without a great expenditure of class time, as can safety factors involved in clothing selection and care.

Home furnishings will be the largest textile market in terms of fiber consumption by the year 2000, and it has been projected that 85 percent of all fibers will be man-made (Pospisil 1978). Use of nonwoven fabrics will grow markedly in home furnishings products, such as draperies, curtains, sheets, and pillowcases.

Since there has been a resurgence of interest in the arts of hand weaving, textile printing, and other surface design techniques, of textile arts should perhaps be introduced to an awareness level at the secondary level and given a more significant role at the postsecondary levels.

The skills of sewing and garment construction may more properly be included in wage-earning programs in the clothing and textiles area than in modern consumer and homemaking education focused on family needs. Since inflated prices of clothing may make sewing a helpful means of coping, clothing construction may be included as an alternative in schools providing electives. It should be recognized, however, that there are many opportunities for individuals to learn sewing skills through various educational programs, and that those skills are less important to the quality of family life than is an understanding of human relations, parenting, consumer choice, and management of resources.

CONCLUSION

Consumer and homemaking education is concerned with everyday life, such as interactions among family members, development of children, selection of goods for individual and family use, management of resources, and provision for the material and emotional needs of family members. All of these matters of family life affect, and are affected by, what happens in the larger society.

The Social Context of Consumer and Homemaking Education

Rapid change and complexity characterize society in the present and foreseeable future. It cannot be emphasized enough that home economics, if it is to provide meaningful education, must be responsive to changing social conditions and needs. Hence, it is imperative that teachers and supervisors in the field keep abreast of what is going on today in the larger society. One example of this with consequences for American life is the interdependence of the nations of the world. Individuals and families cannot escape a share of responsibility for peoples of other groups and nations and their well-being, as well as for our own people. Conveying an understanding of the nature of this responsibility is an objective at all levels of education and in all subject fields.

Summary of Program Implications

The analysis of current information in the substantive areas of consumer and homemaking education has revealed common areas of emphasis regarding what people will need to know in the eighties and beyond to be intelligent consumers and effective homemakers.

Family Life

A reassertion of traditional family values is underway and may be expected to characterize the eighties. There is a renewed interest in the family and the quality of family life. Characteristic of today's family are: diversity of structure, increasing numbers of women working outside of the home and a reevaluation of the economic value of homemaking. A number of problems also affect the American family today: divorce and its effects; teenage pregnancy and parenthood; family violence, abuse, and neglect; and a new emphasis on self, which, at its extreme, may be a damaging overconcern. However, given all of the pressures on the family, it continues, in its diversity of forms, as a powerful and precious social institution.

In view of the foregoing, people in the eighties and beyond will need to understand and appreciate:

- the meaning of family and the family life cycle;
- how family life can contribute to the fullest development of its numbers across the life span;
- the diverse modes of family life and how they can contribute to the fullest development of family members;
- changing sex roles and their meaning for family life;

- the family in relation to the world of work;
- the contributions and needs of all family members, including the elderly;
- problem-solving methods and coping skills applied to family situations;
- the effects of family crises, such as divorce and violence, on the family;
- responsible sexual relationships;
- the responsibilities of parenthood and parenting skills;
- narcissistic lifestyles and their effects on others, and how the family influences and is influenced by other social institutions;
- how to analyze and come to responsible, considered decisions regarding ethical issues related to the family.

Child Care and Development

Today's major concerns in the area of child care and development center around alternative child care arrangements, the need for which have been sparked by increasing rates of single parenthood and maternal employment; self-centeredness and narcissism in American society; and uncertainty on the part of parents as to how to support the fullest development of their children. The following issues in child care and guidance should be explored, and conclusions to guide action drawn:

- the principles of growth and development of children;
- the role and responsibilities of the parent or caregiver;
- children in relation to their family;
- the home environment that best supports the child's development;
- how to select suitable day-care settings for children;
- the nature and locus of pre-school education;
- how to help children develop interest in and concern for others;
- the responsibility for supporting the well-being and development of all children.

Consumer Education

Today's consumers are making their early adulthood consumption decisions in an era characterized by inflation, materials shortages, pollution and energy problems, and a developing ethic of resource conservation and environmental protection. In order to be intelligent consumers in the 80s and beyond, people will need to understand:

- how to analyze individual and family needs for goods and services;
- how to make consumer choices that best meet these needs, are not environmentally negative, and do not infringe upon the rights of others;
- where and how to obtain information about products, their uses, and consumer protection;
- the role of "warehouse" stores, generic products, cash-off coupons, and refunds;
- how electronic fund transfer and home computers can serve consumer needs;
- consumer rights and responsibilities;
- the role of values in consumer decisions;
- moral and ethical considerations with respect to energy use, use of other resources, pollution of the environment, and dealings in the marketplace;
- the impact of individual and family consumer decisions on others, both in the United States and in other countries.

Home Management

In relation to home management, people in the eighties and beyond will need to understand the following:

- the purposes of home and family resource management;
- managing the resource of time;
- budgeting and recordkeeping;
- the nature of the resources available for meeting individual and family demands;
- how changes in family structure, function, and roles of family members influence management decisions in the family;
- coping skills in relation to inflation, energy shortages, and the complexity of life today;
- how home computers may serve the management needs of families;
- the social need for greater simplicity in lifestyle and how to achieve this goal.

Housing and Home Furnishings

With respect to home environment, in the eighties and beyond, people will need to understand the following in order to be effective homemakers and intelligent consumers:

- the meaning of "home" and "home environment";
- the influence of housing and home design on individuals and families, including their development, health, and relationships;
- housing needs with respect to family structure and different stages of the life cycle;
- what individuals and families can do to contribute to meeting the needs of all people for adequate housing.

Textiles and Clothing

Selection and care of clothing and other textile products are areas of family interest and concern. To be educated for the future in family life, people will need to know the following:

- how to assess the clothing and textile product needs of the family;
- criteria for selection of clothing for individuals in terms of physical, psychological, and economic factors;
- sources of reliable information on clothing and other textile product selection, use, and care;
- energy conservation practices in use and care of clothing and other textile products.

Nutrition and Food

In the eighties and beyond, with respect to nutrition and foods, people will need to understand the following in order to be effective homemakers and intelligent consumers:

- basic nutritional needs at different stages in the life cycle;
- how to meet these nutritional needs through food selection, meal planning, and preparation;
- how health of family members is affected by diet;
- how to buy food products in a nutritionally competent manner;
- how to select nutritious meals and snacks when eating out;
- how to keep food costs within the family food budget;

- how family ethnic traditions and culture affect food choices;
- the development of new food sources;
- what individuals and families can do to contribute to the solution of the problems of inadequate food of many people in the world.

The solutions to most family problems call for knowledge, understanding, skills, and attitudes related to more than one subject area. Teachers of consumer and homemaking education will do well to remember that the power of home economics "lies in its integrative power, because it utilizes basic principles from many disciplines and applies them as a composite in solving the problems faced by individuals and families in day-to-day living" (Lippeatt and Brown 1965, p. 4).

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